

2016 Annual Report to the School Community



School Name: Hamlyn Banks Primary School

School Number: 4804



Name of School Principal:	Daniel Vella
Name of School Council President:	Deb Hartup
Date of Endorsement:	21 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Hamlyn Banks Primary School (previously known as Bell Post Hill PS), a merger between Hamlyn Heights PS and Lovely Banks PS in the late 1990's, is situated in an older residential area of north-west Geelong, which is now embracing several new housing estates as the city continues to expand. Projections for population in the area suggest significant growth of the school with a predicted 847 five to nine year olds living in the area by 2030.

There are 420 students across 19 classes, operating with a mixture of straight and composite classes throughout the school. Class sizes range from 20 in Prep grades to 23 in Year 5/6. There are approximately 68% of students from outside the school's direct catchment.

The staffing profile highlights the balance of experiences among staff with many experienced teachers through to teachers in the early stages of their careers. This balance contributes to the culture at our school with teachers working closely together in Professional Learning Teams, which also maintains the school's strong academic intent. There are currently 26 teaching staff, 2 Principal Class Officers, 2.0 Office Staff (consisting of 3 staff members), 7 Educational Support Staff and a Maintenance Man of .2 time fraction.

To support the climate of the school, we continue to build on the commitment to and implementation of restorative practices and development of a culture that recognizes those who exhibit positive behaviours and supporting others who find it more difficult to consistently demonstrate the school values of being respectful, being safe and being a learner.

Developing leaders in both staff and students is an important element of our culture. Students have opportunities to lead right through their school years that culminate in an extensive leadership program for our 12 school leaders throughout year 6. Each year selected staff members participate in professional development opportunities which align with the school's Strategic Plan and Annual Implementation Plan. Throughout 2016, consultant Julie Bennett was engaged to provide support to each of the five teams across the school, and also to support the school leadership team in their work around 'developing teams'. Team leaders have also participated in learning opportunities with Phil Warrick from the Marzano Institute, and have used this learning to support the school's curriculum priorities. The school's Curriculum Leader has participated in Bastow course *Unlocking Leadership Potential* and *Growth Coaching*, and has continued to support staff in consolidating learning around AIP priority areas through coaching and PLTs, ensuring all teaching and learning is data driven.

At this time, there are 4% of students who qualify in the Language Background Other than English category, 4% of students who are enrolled with Aboriginal or Torres Strait Island heritage, and a School Family Occupation (SFO) density of 0.52. There are 15 students who qualify to receive support through our exemplary Program for Students with Disabilities. Enrolment has remained steady over the past 4 years, but did not increase at the anticipated rate. The school's physical resources have been heavily invested in during recent years with the refurbishment of classrooms, synthetic grass installed in targeted areas, the removal of a portable and extensive resurfacing of our oval. Teachers employ a number of flexible means to ensure both internal and external environments are utilized as learning spaces.

The use of IT is embedded into the curriculum, predominantly across years 3-6 where students have access to the 1:1 iPad program. Many classrooms have access to desktop computers, and interactive whiteboards or TV screens are installed in all learning spaces. The school has developed an extensive IT plan that highlights our vision in preparing students for a technological future.

Externally, the school community has continued to maintain and develop the gardens which provide additional quiet seating areas for students and are also used by parents during drop off and pick up times, and during assemblies. Safe and secure play spaces exist in various formal and informal layouts. A Grounds Master Plan has been developed through community consultation, with all fundraising and some voluntary contributions being allocated to carry out the plan. Further consultation will take place to establish the priority areas that the community would like to see completed first. The school also employs a permanent/part time maintenance man to ensure our buildings and grounds are aesthetically appealing, safe and functional.

Hamlyn Banks is a committed learning community and has a vision to continue to promote a safe and positive learning environment. There is a strong commitment to the community, and high expectations are in place across all levels to achieve positive school outcomes.



Framework for Improving Student Outcomes (FISO)

FISO

The following improvement initiatives were introduced in 2016

Improvement Initiatives	Progress
1. Ensure all teaching staff have a thorough knowledge of the relevant development continuum and use it to inform teaching	Ongoing
2. All staff involved in Professional Learning Teams which use student data to driving teaching and learning practices	Established
3. Establish organizational structures to ensure a consistent approach to teaching and learning	Ongoing
4. Engage all students in the development of a safe and inclusive learning community so that students feel respected, listened to, and have the opportunity to take up more roles and responsibilities within our school	Ongoing
5. Building Communities and providing opportunities for parents, grandparents and carers to become real partners with the school	Ongoing

Our focus for 2017 is around

1. A positive, inclusive learning environment which ensures adjustments for individual students.
2. Individual learning plans for all students who fail to make expected growth across literacy and numeracy domains.
3. Peer observations and using the expertise of staff to enhance teacher knowledge and practice.

Achievement

The Performance Summary indicates that the students at Hamlyn Banks Primary School have continued to experience success in their learning which is reflected in the assessments conducted by teachers against the Australian Curriculum/Victorial Essential Learning Standards (AusVELS). Using both formative and summative data, teacher assessment against AusVELS shows the percentage of students from Prep to year six working at or above expected level to be slightly above the state average in English, and slightly below the state average in Mathematics.

Our 2016 NAPLAN data indicates that year 3 students are performing slightly below similar schools in numeracy. Again in writing, students were performing slightly below similar schools, but within the range of schools throughout our local network. Consultancy in writing commenced in the weeks just prior to NAPLAN implementation, therefore programming in this area may impact on future data sets.

Year 5 students achieved results consistent with similar schools in numeracy, but had more students performing in the top two bands in this curriculum area. When examining the growth that students have made in the two years between year 3 and year 5, the school has made pleasing gains in both reading and grammar and punctuation.

Our actions in 2017 will be to continue to develop our writing program through the use of the 6+1 Traits of Writing, ensure ongoing and reflective practices through peer observations and coaching, and implement a strong focus on a school wide approach to spelling. The strong reading rigour that is in place throughout all year levels will continue.

We believe that if we continue to strengthen the pedagogical knowledge of staff through research based practices, and continue to build a culture of high expectations then student learning outcomes will improve. We also believe that through a strong culture of collaboration and meaningful use of data embedded in teams, then shared responsibility and accountability will reinforce high expectations for all staff and continuous improvement for all students.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Hamlyn Banks is focused on improving Engagement of all students to meet individual needs. Adjustments are made to the curriculum, environment and pedagogy to improve student learning outcomes. Student learning is differentiated and monitored through authentic professional learning team meetings, with a focus on all students achieving at least 12 month's growth. The student leadership group organizes and conducts assemblies, and a very active Junior School Council is in place across years 3-6.

Our attendance rates indicate that our attendance data is slightly better than the average of collated Victorian schools. We continue to engage students in their learning and 2016 data suggests that we have made inroads in this area.



Hamlyn Banks recognizes the contribution and value of parents, carers and grandparent in the education of their children, and encourages parents to be an active and integral part of the school community. Parent input into many areas include; School Council, attendance at parent teacher interviews, completing surveys as a means of feedback to drive improvement, newsletter distribution, website and Facebook provisions, and also opportunities to participate in various committees operating throughout the school.

Parent data through the DET Parent Opinion Survey was extremely positive in 2016, with collated data falling into the 'high' category. 100% of respondents indicated general satisfaction with the school.

Student leaders continue to play a significant role in the school where extensive opportunities are provided for students to experience leadership through offerings such as; Music Captain, House Captain, School Captain and Junior School Council representative.

Wellbeing

The data presented in the Annual Report suggests that Hamlyn Banks is performing at a higher level compared to schools of similar demographics in this area, and is also performing at a standard higher than the state average in areas related to wellbeing. Data from DET's Student Attitudes Survey shows that 84% of students felt connected to school (in comparison to a state average of 66%). 77% of students indicated a positive response in regard to student safety, putting Hamlyn Banks in the 83rd percentile.

The continued improvement in regard to classroom behavior and student safety indicates the active and vigilant approach of all school staff in promoting the school's values of 'Being Safe, Being Respectful and Being a Learner'. We continue to create opportunities for students to access services such as counseling, speech pathology and special focus groups that assist in meeting the emotional, social and wellbeing needs of individual students.

Teachers recognize the importance of relationships, and implement structures to ensure opportunities for students to 'check in' and regulate for a positive school experience each and every day. All classes continue to use the Circle Time strategy that allows students to share their feelings about daily school life in the safe environment of their classroom. We continue to develop the skill of using the Restorative Approach to problem solving and empower students to develop strategies and solutions to manage any issues that may arise.

We continue to provide wellbeing programs centered around music, visual arts, sport and performing arts that address the wellbeing needs of targeted students for varying periods of time. Recess Club also operates for students who may find the yard challenging, or require additional social support in a safe, nurturing environment.

The school provides numerous extra curricular activities such as Kelly Sports, Instrumental Music lessons, Just Brass band rehearsals and Schools Spectacular. We have a large number of students who participate in these opportunities.

Our school, through the support of DET provides an Engagement and Wellbeing Officer, who facilitates sessions for students to address a variety of wellbeing needs that could include family services, school based programs that support wellbeing, as well as tracking student attendance and behavior data.

Through the support of our Business Manager we have again been able to maximize the resources provided to us by DET (particularly in regard to Equity Funding) and locally raised funds available to the school. We have maintained the opportunities for intervention for many students and have heavily invested in the teaching of mathematics and writing, particularly through our intervention programs.

We believe that our positive culture and clear vision impacts on student wellbeing and gives our students a positive outlook on school at Hamlyn Banks.

For more detailed information regarding our school please visit our website at
www.hbps.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 420 students were enrolled at this school in 2016, 218 female and 202 male. There were 4% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>43%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>57%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>48%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>48%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	43%	26%	Numeracy	27%	51%	22%	Writing	31%	57%	11%	Spelling	35%	48%	17%	Grammar and Punctuation	28%	48%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	94 %	92 %	91 %	92 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	94 %	92 %	91 %	92 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

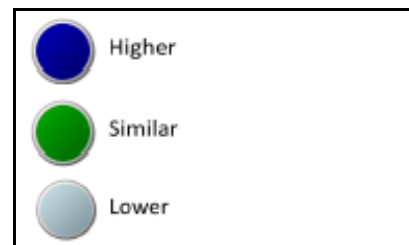
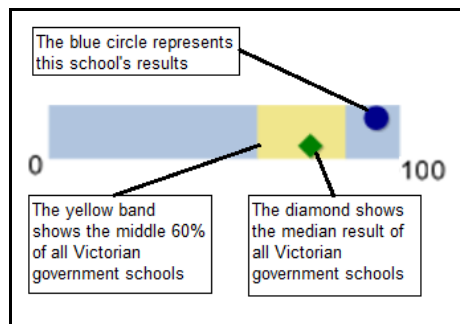
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

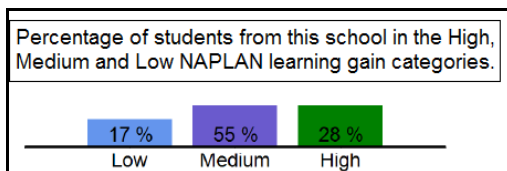
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,923,814
Government Provided DET Grants	\$628,662
Government Grants Commonwealth	\$10,643
Revenue Other	\$9,622
Locally Raised Funds	\$106,954
Total Operating Revenue	\$3,679,696

Expenditure	
Student Resource Package	\$2,879,860
Books & Publications	\$298
Communication Costs	\$4,880
Consumables	\$46,075
Miscellaneous Expense	\$281,578
Professional Development	\$19,829
Property and Equipment Services	\$288,052
Salaries & Allowances	\$11,301
Trading & Fundraising	\$19,447
Utilities	\$27,365

Total Operating Expenditure **\$3,578,687**

Net Operating Surplus/-Deficit **\$101,009**

Asset Acquisitions **\$11**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$165,973
Official Account	\$10,025
Other Accounts	\$6,603
Total Funds Available	\$182,601

Financial Commitments	
Operating Reserve	\$90,618
Capital - Buildings/Grounds incl SMS<12 months	\$50,000
Other recurrent expenditure	\$1,368
Asset/Equipment Replacement > 12 months	\$5,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$35,615
Total Financial Commitments	\$182,601

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.